



### Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>GARAGE BAND + I-Tunes in the Rehearsal Room</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>LAGRANGE School District</u>
District No.	<u>102</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Kelly Paetsch</u>	* <u>paetschke@dist102.net</u>
*	*
*	*
*	*
*	*
School Name	<u>PARK Junior High</u>
School Street Address	<u>325 N. PARK</u>
School City, State, Zip	<u>LAGRANGE PARK, IL 60526</u>
School Phone Number	<u>(708) 482-2500</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2<sup>nd</sup> Floor, Bellwood, IL 60104

1.) Project Descriptive Title: *Garage Band and I-Tunes in the Rehearsal Room*

2.) Project Abstract: Chorus students (and director) use Garage Band and I-Tunes to record performances. Recordings can be used during rehearsal as well as at home with CD recordings and password protected WIKIS. Recordings are used to assess self and peer performances, and promote understanding of form, lyrics, literacy and harmony. Recordings allow students to rehearse singing in harmony, rehearse singing with an instrumental accompaniment, audition for lead roles and solos, and "reconstruct" songs with the editing function in Garage Band.

3.) Grades: 7 & 8

4.) Subject Areas: This is a process that involves 7th & 8th grade students participating in chorus. Chorus meets in four distinct sessions throughout the school year and including the school musical involves nearly 100 singers.

5.) Technology Resources: *Hardware: MacBook with internal microphone, Logitech microphones, M-Audio MicroTrack. Software: I-Tunes, Garage Band, web browser. Secure Network with password protected WIKI*

6.) Additional Resources: *Speakers, headphones or listening centers; and CDs*

7.) Standards: The objective is for students to develop vocal independence, literacy and listening skills while learning to work in balanced harmony with other singers. The specific goals are as follows:

\*Fine Arts: ISBE **Goal 25.A** Understand the sensory elements, organizational principles and expressive qualities of music

\*Fine Arts: ISBE **Goal 26.A** Understand processes, traditional tools and modern technologies used in the arts

\*Fine Arts: ISBE **Goal 26.B** Apply skills and knowledge necessary to create and perform music

\*Technology : NETS **goal 1:** Use technology to support and inspire student learning and creativity.

\*Technology: NETS **goal 2:** Use technology to design relevant learning experience using digital tools and resources

\*Social Emotional Learning: ISBE **goal 2C:** Demonstrate cooperation and teamwork.

8.) Process: Please note that these activities are spread throughout an 8-12 week session of chorus which includes traditional group rehearsals as well as technology driven lessons with large ensembles, small ensembles and individual singers.

- Teacher records voice parts and instrumental accompaniment using the M-Audio Microtrack. These recording are made available to students on CD and on a password protected WIKI.

- Students learn voice parts during traditional rehearsals.

- "Sectionals" are made possible by dividing the chorus into voice parts and allowing the mp3 (mp4a) recordings to guide student practice.

- After independence is achieved, use of individual Garage Band tracks allow students to sing in harmony with other voice parts and with the instrumental accompaniment. A simple "solo" or "mute" button provides flexibility during these more challenging vocal exercises.
- These non-traditional small group or individual rehearsals can be recorded for student and teacher assessments and critiques. Individual, small group, sectional, or full chorus recordings can be imported to I-Tunes and shared with students for reflection. Critique sheets guide student assessments of their own performances as well as the performances of their classmates.
- Students gain a better understanding of form and lyrics when they are challenged to recreate full compositions that have been "cut" using the Garage Band track editor. The teacher simply splices the original composition into smaller cells and linearly rearranges them. The students must piece them back together by moving or copying the cells. A similar activity involves the teacher deleting isolated cells and having students record their own track to "fill in the blanks".
- Students gain a better understanding of harmony and voice parts when they are challenged to arrange these out of order cells into multiple tracks representing different voice parts. The "fill in the blank" activity works here as well.
- Final performances shared with an audience can be recorded, imported and burned to a CD to create a lasting memory of our choral year.

I look forward to exploring the improvisational and compositional elements that technology can facilitate.

9.) Integration: Critiques of vocal performances are similar to those used language arts and visual art. Rehearsing and practicing is an essential skill in language arts, fine arts and social emotional learning. Students working together for individual growth and a group goal is representative of the teamwork involved in physical education and other social emotional activities.

10.) Reflection: Using technology in the rehearsal room is a bit unconventional but has opened many doors for me and my students. The learning experience has been enhanced with more individual and small group practice. Assessment has been greatly improved for me because I can "take my rehearsal home" and target specific vocal skills, musical elements, vocal parts and individual students for improvement. Students can do the same when listening to themselves and their peers. Junior high students are often self absorbed and while they sometimes cringe at hearing their own voice on a recording, they also love it!